

**School Improvement Visits with a Focus on Equity  
Summary of Equity Issues Reviewed (2011-2012)**

<b>Federal Requirements</b>
Nondiscrimination policy
Designation of and activity of the equity coordinator
Grievance procedure for discrimination and harassment
<p>Notification procedures</p> <ul style="list-style-type: none"> <li>• Major annual publications and handbooks</li> <li>• Workplace learning</li> <li>• Employees &amp; applicants for employment</li> <li>• Website</li> </ul>
<p>Review, analysis, and response to enrollment patterns showing segregation/isolation by gender, race/ethnicity, national origin, or disability</p> <ul style="list-style-type: none"> <li>• Career and technical programs</li> <li>• Physical education</li> <li>• Music</li> <li>• Math</li> <li>• Science</li> <li>• Foreign language</li> <li>• Special education</li> <li>• Upper level courses</li> <li>• AP courses</li> <li>• Honor courses</li> <li>• Extra-curricular activities</li> </ul>
<p>Access to all programs and services (disability)</p> <ul style="list-style-type: none"> <li>• Physical access</li> <li>• Least restrictive environment</li> <li>• Free and appropriate public education</li> <li>• Use of assistive technology</li> </ul>
<p>Services to students with limited English proficiency (ELL services)</p> <ul style="list-style-type: none"> <li>• Identification of primary home language at registration</li> <li>• Assessment of English proficiency</li> <li>• Language assistance program</li> <li>• Program exit criteria</li> <li>• Post-program monitoring of student achievement</li> </ul>

Student marital/parental status <ul style="list-style-type: none"> <li>• Policy</li> <li>• Practice: Services that integrate rather than segregate students</li> </ul>
Equal employment opportunity <ul style="list-style-type: none"> <li>• Recruitment, application and hiring process</li> <li>• Personnel practices and supervision</li> <li>• Staff evaluation</li> </ul>
<p style="text-align: center;"><b>Iowa Code</b></p> <p>These are items that are found in Iowa Code but do not appear in Chapter 12. All of chapter 12 is supported by Iowa Code or applicable federal legislation.</p>
Career & technical advisory council/committee: gender balance; racial/ethnic, national origin and disability representation
Designation of employee to coordinate equal employment opportunity/affirmative action plan
Harassment/Bullying/Hazing policy and implementation
Language and other support services for English language learners
Equal Employment Opportunities/Affirmative Action <ul style="list-style-type: none"> <li>• Reviewed, revised, and approved by board every two years</li> <li>• Administrative statement</li> <li>• Review of employment policies and practices</li> <li>• Demographic profile of employees by job category</li> <li>• Identification of under-representation</li> <li>• Qualitative and quantitative/numerical goals</li> <li>• Input from men and women, diverse racial/ethnic groups, and persons with disability</li> <li>• Dissemination of information</li> </ul>
<p style="text-align: center;"><b>Chapter 12</b></p>
School Improvement Advisory Committee <ul style="list-style-type: none"> <li>• gender balance per Iowa Code</li> <li>• diverse racial/ethnic balance where possible</li> <li>• persons with disabilities</li> </ul>

Multicultural, Gender-Fair Education:

- Board policy
- Goals integrated into Comprehensive School Improvement Plan
- Professional development on working with diverse learners and implementing multicultural, gender-fair approaches to the entire educational program
- Process for assuring instruction from a multicultural, gender fair approach and Curriculum that is multicultural and gender fair.
- School mascot
- Media services support for multicultural, gender-fair approaches

Achievement gap:

- Review and analysis of disaggregated achievement and course enrollment data
- Strategies to address gaps in achievement (gender, race/ethnicity, national origin, disability or socioeconomic status)
- Access to programs, courses and activities

At-Risk Students:

- At –risk goals and description in CSIP
- Student support process and services
- Suspensions & drop-outs
- Alternative school or program
- Services to support homeless students & families

Access issues:

Assessment:

- Inclusion of all students including students with disabilities and English language learners in the district's assessment program
- Assurance that tests being used have been researched and tested for bias.
- Provision of alternate assessment when appropriate for students with disabilities and for English language learners

Affirmative steps to integrate students in attendance centers

- Attendance centers have balanced enrollments when compared to the general demographics of the district
- District is actively working toward the goal of integrating students in attendance centers rather than isolating them.

Gifted and talented program

- Multiple criteria for selection
- Over/under representation by gender, race/ethnicity, national origin, or disability
- Program that is operational elementary through high school

At-Risk (K-12)

- Over/under representation by gender, race/ethnicity, national origin, or disability
- Implementation of plan

Discipline

- Board policy (community input)
- Over/under representation by gender, race/ethnicity, national origin, or disability
- Harassment/bullying and hazing

Accommodations appropriate for students with disability or because of national origin (language) in testing and classroom instruction